



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

September 9, 2019

Roger Bane
Medora Community School Corp: #3640
82 S George St
Medora, IN 47260

Dear Roger Bane,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Medora Elementary's** renewal application was accepted and SIG funds will continue for SY 2019-2020.

In accordance with your application and available funding, you are being awarded **\$147,400.00** for the 2019-2020 school year. Funds for this grant period are available from July 1, 2019 and must be expended by September 30, 2020.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140016

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2019-2020
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Medora Community School Corp	Corp #	3640
School	Medora Elementary	School #	3095
Superintendent Name	Mr. Roger Bane	Email	rbane@medora.k12.in.us
Title I Administrator Name	Austin Absher	Email	aabsher@medora.k12.in.us
Principal	Austin Skutnik	Email	aabsher@medora.k12.in.us
Telephone	812-966-2201		
SY 2019-2020 Allocation	\$147,400.00		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 6, 2019
Application Due	Renewal application must be submitted to IDOE	July 8, 2019
Application Review	Renewal applications reviewed by IDOE	July 8, 2019 – August 30, 2019
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 30, 2019
SY 18-19 Artifact Due	Outcome Artifact from SY 18-19 will be emailed to 1003g@doe.in.gov	June 30, 2019

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00190015A



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Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Mrs. Austin Skutnik	Principal
Mrs. Kara Hunt	STEM Facilitator
Mr. Roger Bane	Superintendent
Kristin Koerner	Grade 5-6 Teacher
Carrie Brewer	Prek-K Teacher

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.



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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	Click here to enter a date.
Title I Administrator Signature:		Date:	Click here to enter a date.
Principal Signature		Date:	Click here to enter a date.

Part 4: Achievement and Leading Indicators SY 18-19

***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)			39.1%	45%	30.6%	49%	18%	53%		57%	
Percent of students proficient on ISTEP (ELA) (3-8)			59.6%	65%	35.5%	70%	29%	75%		78%	
Percent of students proficient on ISTEP (Math) (3-8)			40.5%	45%	56.5%	50%	26.3%	55%		60%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only			72.7%	75%	75%	78%	55.5%	81%		85%	
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school			62,100	64,800	64,800	64,800	64,800	64,800		66,600	
2. Number of daily minutes of math instruction			60	75	75	75	75	90		90	
3. Number of daily minutes of ELA instruction			120	120	120	120	120	120		120	

4. Student attendance rate (must be % between 0 and 100)			95%	95%	95.3%	95%	95.22%	96%		96%	
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number		0	7	5	3	5	0	5		5	
6. Expanded Learning Time (total number of hours offered)		0	0	0	0	43	43	355		355	
7. Number of discipline referrals		5	5	0	41	0	68	0		0	
8. Discipline incidents – number of suspensions and/or expulsion		OSS - 0 ISS - 0 EXP--0	OSS – 2 ISS - 1 EXP--0	OSS – 0 ISS - 0 EXP--0	OSS - 5 ISS - 0 EXP--	OSS – 0 ISS - 0 EXP-- 0	OSS – 6 ISS - 1 EXP--	SUS—0 EXP--0	SUS-- EXP--	SUS--0 EXP--0	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system		IN--0 IMP--0 EFF--7 HEFF--0	IN--0 IMP--0 EFF--7 HEFF--0	IN--0 IMP--0 EFF--8 HEFF--0	IN--0 IMP--0 EFF--7 HEFF--0	IN--0 IMP--0 EFF--1 HEFF-- 4	IN-- TBD IMP-- TBD EFF-- TBD HEFF-- TBD	IN--0 IMP--0 EFF--0 HEFF--5	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--0 HEFF--5	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)		95%	95%	95%	95%	95%	95.09%	97%		97%	
11. Teacher retention rate (must be a % between 0 and 100)		100%	85%	90%	66%	90%	83.3%	90%		90%	

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 18-19—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 18-19—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 19-20 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis Medora Elementary School	
Strengths: <ul style="list-style-type: none"> • STEM Coordinator has worked consistently with teachers on implementing STEM throughout the curriculum • Teacher PD focused heavily on literacy • Authentic literacy practices in elementary classrooms • Developing strong leadership team with clear responsibilities 	Areas of Improvement: <ul style="list-style-type: none"> • ELA test scores • Math test scores • Building rigorous assessments • Building the most efficient model of a multi-age elementary
Opportunities: <ul style="list-style-type: none"> • Partnerships with local businesses and community members • Implementation of 1:1 Chromebooks in grades 1-6 	Threats: <ul style="list-style-type: none"> • Funding keeps decreasing (Title I) • High social and emotional need of students • Teacher turnover throughout the school year
Projected Outcomes for SY 19-20	
<ul style="list-style-type: none"> • Improved ELA and math scores on assessments throughout the school year and on the spring 2020 ILEARN assessment. • Strengthen STEM framework and integration into K-6 curriculum • Strengthen data processes within professional collaboration time 	

Part 6: SIG Implementation SY 2019-2020

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY19-20 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>Action A: Mrs. Skutnik will work with a principal mentor to support her in successful turnaround work. The principal mentor will meet with the principal on four days throughout the school year to provide coaching and support focused on increasing leadership capacity. (Principal)</p> <p>Action B: External Evaluator will meet with the leadership team and visits classrooms during the school year and conduct surveys at the end of the year to produce an end-of-year report on the progress of implementation of SIG. (Principal)</p>	Multiple Phases (Multiple Quarters)	<p>Action A: Principal Mentor, \$6,000</p> <p>Action B: External Evaluator, \$6,000</p>	<p>Action A: The principal will keep an ongoing record of meetings with her principal mentor. Mentor services will be reviewed annually to ensure that the support is aligned to the needs of the principal.</p> <p>Action B: The external evaluator will provide a report that addresses all implementation areas of the grant. The findings from the report will inform any changes for subsequent years of the grant.</p>
Develop Teacher Effectiveness	Action C: The principal will receive a supplemental stipend to lead the collection and analysis of data as RTI facilitator. She will facilitate and develop processes to sustain data-driven decision-making. (Principal)	Multiple Phases (Multiple Quarters)	Action C: \$4,000/\$1,000 stipend and benefits for RTI facilitator	Action C: This position will establish/grow our data-driven culture and ensure that students are selected to the appropriate intervention or enrichment activities

	Action D: Medora Community School Corp conducts teacher evaluations throughout the school year. (Principal)		Action D: \$0	Action D: Information on educator ratings is collected annually and reviewed. Staffing decisions are informed by this information prior to the start of each school year.
Implement Comprehensive Instructional Reform Strategies	<p>Action E: Medora will develop a STEM framework over the next several years that will include a revised curriculum that promotes student engagement, collaboration, and high expectations. (Principal)</p> <p>This work will be lead and supported by Equitable Education Solutions (EES). In the first year, services from EES will include: working with teachers and leadership team over enhancing curriculum by creating a guaranteed and viable curriculum, improving formative assessment techniques, creating a Professional Learning Community (establishing norms, procedures, and training of staff on implementing PLC), developing literacy skills across the curriculum, conducting non-evaluative walkthroughs to provide rich feedback to teaching staff, and various other school improvement issues that arise at the principal's request (or through observational data). (Principal)</p> <p>Action F: A STEM facilitator will be hired to lead the STEM development and implementation. The STEM facilitator will be able to set up, lead the Makerspace lab, and support teachers in their growth around STEM strategies in their classrooms. (Principal, STEM facilitator)</p>	Multiple Phases (Multiple Quarters)	<p>Action E: \$43,750, EES contracted services</p> <p>Action F: \$48,000/\$12,000 salary and benefits for STEM facilitator</p>	<p>Action E: The plan will be monitored on a regular basis to ensure implementation and troubleshoot challenges. Work by EES will be evaluated to ensure that goals are being met in timely and effective way.</p> <p>Action F: The job description posted will clearly identify minimum requirements for this position. After hiring, tis staff member will participate in the teacher evaluation process.</p> <p>Action H: STEM facilitator and principal will share experiences with staff members during all staff meetings and use information to inform the development of Medora's STEM framework.</p>

Increase Learning Time	Action I: After school Summer school opportunities will be offered to extend learning and ensure that all students are able to meet grade level standards. Students who are in need of intervention/remediation will have the chance for extra time in a smaller setting. Students who are meeting standards will have the chance to participate in enriching activities. (Principal)	Multiple Phases (Multiple Quarters)	<p>Action I: \$3,600/\$900 stipends and benefits for teachers to participate in after school tutoring</p> <p>\$4,320/\$1,080 stipends and benefits for teachers to participate in summer school</p> <p>\$4270 transportation for after school and summer school</p>	<p>Action I: Students will participate in pre-and post- assessments to show growth over the duration of the after school or summer school program.</p> <p>An additional 710 hours of instruction will be provided over 2 years through after school and summer school learning. Dates, times, and schedules will be determined after the planning year to identify successful patterns of attendance.</p>
Create Community-Oriented Schools	Action J: A Parent Outreach Coordinator will be added to the staff in a part time role (up to 10 hours/week) to engage parents and community stakeholders in meaningful ways that support the ideas and vision of Medora Elementary. (Principal, parent outreach coordinator)	Multiple Phases (Multiple Quarters)	Action J: \$12480/\$2,400 salary and benefits for parent outreach coordinator	Action J: We will see an increase in the number of parents attending events at school, a rise in the number of positive interactions between parents and staff. We will review behavior and attendance data to identify challenges that must be addressed with families.

Provide Operational Flexibility	Action K: The principal will have flexibility in hiring staff, offering extended learning opportunities for both teachers and students, and benefitting from external support throughout the duration of SIG. (Principal)	Multiple Phases (Multiple Quarters)	Action K: \$0	Action K: Policies and procedures will reflect the flexibility and autonomy of the principal to make site-based decisions.
Sustain Support	<p>Action L: A leadership team will be established to support the school's improvement efforts. The leadership team will make at least two presentations to the school board throughout the school year to highlight program and activities. (Principal, leadership team)</p> <p>Action M: The school improvement plan will be monitored quarterly to ensure program and fiscal implementation. (Principal)</p>	Multiple Phases (Multiple Quarters)	<p>Action L: \$0</p> <p>Action M: \$0</p>	<p>Action L: The principal will establish a leadership team to participate in school improvement efforts. Teachers who serve will actively participate in meetings and events that will grow their capacity</p> <p>Action M: The school, with district support, will create internal policies and procedures to monitor the effectiveness of grant programs and the extent to which they are affecting student achievement.</p>

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2019-2020 and how this will be aligned to your grant and the key area.



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Medora Elementary students will create a one page document, video, or presentation that highlights the work of SIG for the 2019-2020 school year. **We are proud of the STEM framework that was developed through the technical assistance and time supported with SIG funding. Instruction has become more hands-on and collaborative and our student engagement is higher. As a result of a more rigorous and engaging instructional framework, 55% of our students will meet proficiency in math on the spring 2020 ILEARN assessment and 75% of our students will meet proficiency in ELA on the spring 2020 ILEARN assessment.**

Part 8: Budget SY 2019-2020

Instructions: The budget will be completed in a separate Excel workbook for SY 2019-2020, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.

Superintendent Signature:	Roger Bane	Date:	06/28/19
Deputy Superintendent Signature:	Austin Skutnick	Date:	06/28/19
Principal Signature	Austin Skutnick	Date:	06/28/19

SIG 1003g Budget SY 2019-2020	
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Complete the budget below:

Object Code		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 7,920.00	\$ -	\$ 1,980.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,900.00
21000	Support Services -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22100	Improvement of Instruction (Professional Development)	\$ 52,000.00	\$ -	\$ 13,000.00	\$ -	\$ 55,750.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 120,750.00
22900	Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,870.00	\$ -	\$ -	\$ -	\$ 1,870.00
33000	Community Service	\$ -	\$ 12,480.00	\$ -	\$ 2,400.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,880.00
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 59,920.00	\$ 12,480.00	\$ 14,980.00	\$ 2,400.00	\$ 55,750.00	\$ -	\$ 1,870.00	\$ -	\$ -	\$ -	\$ 147,400.00

Indirect Cost Rate %:	1.70	Subtract the amount above \$25,000 (per individual contracted service) from your total budget:	\$ (18,750.00)
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Indirect Cost Rate %:	1.70	Subtract the amount above \$25,000 (per individual contracted service) from your total budget:	\$ (18,750.00)
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Indirect Cost Rate %:	1.70	Subtract the amount above \$25,000 (per individual contracted service) from your total budget:	\$ (18,750.00)
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Total after deducting Property:	\$ 128,650.00
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Total Available for Indirect Costs:	\$ 2,187.05
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Amount of Indirect Cost to be used:	\$	-
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Grand Total After Indirect Cost:	\$147,400.00
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Budget Narrative	
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DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 -- administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
Professional Services	Other Purchase Services (travel, communication)
Equitable Education Solutions (\$43,750); Principal Mentor (\$6,000); External Evaluator (\$6,000)	

SIG Staffing	
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Instructions: Complete the SIG Staffing information below

[illegible]